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ABSTRACT

Attending the Institute held on March 29-30, 1974 at the University of Wisconsin-Milwaukee were 300 or more administrators, state department officials, project coordinators, teachers, university professors, citizens, and students from throughout the state. The institute's goal was to "impact the development of Bilingual Bicultural Education for the 70's in Wisconsin." Of the total participants, 112 responded to an evaluation questionnaire which was administered toward the institute's conclusion. The questionnaire was composed of two parts. The first part consisted of seven items designed to secure information about the participants' sex, ethnic identification, age, employment status and level, participation in bilingual program, and description of the program. Part 2 consisted of 15 items designed to obtain their reactions to the institute. Each item was analyzed individually. Responses indicated a high percentage (72.4 percent) of the participants had a favorable overall impression of the institute. This paper gives: (1) the item as it appeared on the questionnaire, (2) an item frequency selection from a computer print out showing how the 112 respondents answered, (3) a narrative of the item's purpose, and (4) an analysis of the results. (NQ)

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AN ANALYSIS OF THE EVALUATION OF THE WISCONSIN FIRST BILINGUAL INSTITUTE

By

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University of Wisconsin - Madison
Spanish Speaking Outreach Institute-U.W. - Milwaukee
CANBBE
Wisconsin Department of Public Instruction
Milwaukee Public Schools
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Wisconsin Education Association Council
La Casa de Esperanza-Waukesha
Racine Unified Schools
Waukesha Public Schools
Members of Milwaukee and Waukesha Latin Community
Teacher Corps, UNM

March 29 - 30, 1974

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PREFACE

This report contains information taken from a survey especially prepared for the Wisconsin First State Bilingual Institute based on a similar survey prepared for the National Bilingual Bicultural Institute, Albuquerque, New Mexico, November 28-December 1, 1973. As the reader reviews the Statement of Goals of the Institute, it is clear that the Institute desires to impact the development of Bilingual Bicultural Education for the 70's in Wisconsin. In view of the fact that the respondent participants represent the views of administrators, state department officials, project coordinators, teachers, university professors, community and students, these findings take on greater significance. It should be noted that the participants came from throughout Wisconsin so that it can be concluded that this report reflects the thinking in Wisconsin.

This work would not have been possible without the able and dedicated work of Joseph Garcia (doctoral candidate) of the College of Education, at the University of New Mexico, who designed the instrument and worked very closely with Mr. Francisco Urbina (CANBBE) of Milwaukee, Wisconsin.

An objective of this report is not only to record the thinking of the Wisconsin Institute participants, but likewise to point out areas of further improvement for future Bilingual Institutes in Wisconsin. This information can improve subsequent institutes and give, at the same time, education leadership a more accurate sense of what thinking is going on in the various parts of the state, what is desired and hoped for.

It is our hope in the National Education Task Force de la Raza, which has taken the responsibility to see that this report is developed, that the findings of this report will be utilized for setting trends for Bilingual Bicultural Education for the 70's in Wisconsin and play its role in providing quality education for the linguistically and culturally distinct child in Wisconsin.

The National Education Task Force de la Raza is delighted to provide this information since this work is perceived as a valuable contribution of the Chicano community toward Bilingual Bicultural Education and ultimately to Cultural Pluralism in Wisconsin, the Southwest and the nation.

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OVERVIEW OF THE FIRST WISCONSIN BILINGUAL INSTITUTE

The first Wisconsin Bilingual Institute was held on March 29-30, 1974 at the University of Wisconsin-Milwaukee. The Institute became a reality with the efforts of the following sponsoring organization which were represented in the planning of the conference and/or contributed financially: National Education Task Force de la Raza, U.W.-Milwaukee, U.W.-Madison, Spanish Speaking Outreach Institute from U.W.-Milwaukee, CANBBE, Wisconsin Dept. of Public Instruction, Milwaukee Public Schools, Latin American Union for Civil Rights, Wisconsin Education Association Council, La Casa de Esperanza from Waukesha, Racine Unified Schools, Waukesha Public Schools, Members of the Milwaukee and Waukesha Latin Communities, and Teacher Corps, UNM.

On Friday, March 29, 1974 from 6:00 to 7.30 participants to the Institute registered. The Institute attracted approximately 400 participants from throughout the state. The "Introductory Remarks" were made by Theresa Olivares, Ezequial Benavides, and Alfredo Del Barrio. Following the introductory remarks Dr. Luis Nunes Falcon from the University of Puerto Rico spoke on the "Myths and Realities of Bilingual/Bicultural Education". Friday's activities were culminated with social and cultural activities and a happy hour.

On Saturday, March 30, 1974 Dr. Samuel Betances addressed the participants and spoke on "The Multi-Ethnic Experience and Bilingual/ Bicultural Education. Following Dr. Betances address the Institute held six workshops simultaneously. The workshops provided the following opportunities to the participants:

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1. Problems, Progress and Solution Related to the Migrant Children in Wisconsin.

2. Dialogue between University and High School Students.

3. Bilingual/Bicultural Education in the Secondary School.

4. Services and Financial Resources in Bilingual/Bicultural Education.

5. Teacher Training in Bilingual/Bicultural Education.

6. Bilingual Bicultural Education and the Courts.

The luncheon remarks were presented by Dr. Salomon Flores followed by the address of Dr. Henry J. Casso, Executive Secretary of the National Education Task Force de la Raza on "Bilingual/Bicultural Education and the Law".

The Saturday afternoon session was continued with six more workshops on the following topics:

7. Parent Involvement in Bilingual/Bicultural Education.

8. Role of the Bilingual/Bicultural Aide.

9. Bilingual/Bicultural Education in Pre-School.

10. Bilingual/Bicultural Education in the Elementary School Demonstration and Discussion.

11. Politics in Education.

12. Bilingual/Bicultural Legislation.

A general assembly where resolutions were entertained by the attending participants followed the workshops.

STATEMENT OF OBJECTIVES

The First Wisconsin Bilingual Institute held at the University of Wisconsin-Milwaukee on March 29 - 30, 1974 set forth the accomplishment of eight objectives. These include:

- To establish a better communication system and a better relationship between the Spanish-speaking community and the educational community.
- To explore the concerns of the Spanish-speaking community and to define those issues which must be faced by those responsible or concerned for the social, economic, and educational welfare of the children.
- To develop an awareness of the positive aspects of a bilingual/bicultural educational program.
- To identify the specific problems faced by migrant students attending school in Wisconsin.
- To identify a program which will assist those Spanish-speaking children to achieve in the Wisconsin schools and to survive in our society.
- A time-table which will force the participants of the Conference to periodically focus in on the problems and to meet established goals.
- To promote programs through legislative action, and to examine the possibility of legal action.
- To establish a need for a specific teacher education program for individuals training for teaching and re-training programs for teachers presently teaching bilingual/bicultural children.

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INTRODUCTION

AN ANALYSIS OF THE EVALUATION OF THE WISCONSIN FIRST BILINGUAL CONFERENCE

The evaluation questionnaire is composed of two distinct parts. The first part consists of seven items which are designed to secure information about the participants. The desired information about the participants consists of the participants' sex, ethnic identification, age, employment status, participation in bilingual program, level of employment and description of their engagement in a bilingual program. The second part of the questionnaire is composed of 15 items designed to secure information from the participants concerning the Conference.

Of the total approximate 300 participants at the Conference 112 responded to the questionnaire which was administered toward the conclusion of the Conference.

The format of the analysis consists of two pages per item. Each item is analyzed individually. At the top of the first page appears the item as it appeared on the questionnaire. On the same page there is an item frequency selection from a computer printout showing how the 112 respondents responded to this item. The second page consists of a narrative dealing with the purpose of the item and an analysis of the results.

PART I

PARTICIPANT CHARACTERISTICS

TABLE I

AN EVALUATION OF THE WISCONSIN FIRST BILINGUAL CONFERENCE

A. Sex: Male _____ Female _____

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
MALE	1.00	40	35.7
FEMALE	2.00	72	64.3
	TOTAL	112	100.0

A. Sex:

Purpose of the Item

The intent of this item was to determine the percentage of male and female participants in attendance at the Conference.

Analysis of the Results

Of the total (112) respondents, 40 or 35.7% were male and 72 or 64.3% were female. It is interesting to note that almost two-thirds of the participants were female. It appears that in the state of Wisconsin the topic of bilingual education is of more concern and interest to the female population than the male population.

Suggestions for Further Analysis and/or Future Research

It would be of interest to learn if there exists significant differences in how the males and females responded to the fifteen items concerning the Conference. Also, it might be worthwhile noting how the sexes compare in the other six respondent characteristic items.

TABLE 2

B. Ethnic Identification _____

1) Mexican-American
2) Puerto Rican
3) Cuban
4) Anglo
5) Other

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
MEXICAN AMERICAN	1.00	55	49.1
PUERTO RICAN	2.00	9	8.0
CUBAN	3.00	2	1.8
ANGLO	4.00	31	27.7
OTHER	5.00	15	13.4
	TOTAL	112	100.0

C. Ethnic Identification:

Purpose of the Item

The intent of this item was to identify the ethnic composition of the Conference's participants.

Analysis of the Results

All of the 112 participants responded to this particular item of the questionnaire. Those participants who identified themselves as "Mexican American" comprised the largest percentage of participants at the Conference. They consisted of 55 or 49.1% of the respondents. The next largest ethnic group to be represented consisted of 31 or 27.7% "Anglo". Of the total respondents 9 or 8.0% identified themselves as "Puerto Rican". There were 2 or 1.8% respondents who identified themselves as "Cuban". The 15 or 13.4% of the respondents that constitute "Others" are composed of all other ethnic I.D.'s exclusive of the above four. Such ethnic I.D.'s included; Latin, German, Peruvian, Columbian and Guatemalteco. Most of the respondents marking "others" did not specify their ethnic identity.

Suggestions for Further Analysis and/or Future Research

It would be of great interest to compare how each of the four ethnic groups responded to each of the other items in the questionnaire.

TABLE 3

C. Age:

___ 20 or under
___ 21 - 30
___ 31 - 40
___ 41 - 50
___ 51 - 60
___ 61 and over

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
20 OR UNDER	1.00	3	2.7
21 TO 30	2.00	54	48.2
31 TO 40	3.00	24	21.4
41 TO 50	4.00	25	22.3
51 TO 60	5.00	6	5.4
	TOTAL	112	100.0

C. Age:

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Purpose of the Item

The intent of this item was to determine the approximate age level of the Conference's participants. The secondary purpose of this item was to identify the age level bilingual education appealed to the most.

Analysis of the Results

As in the former two items all the 112 respondents chose to respond to this particular item. The greatest participation according to age at the Conference consisted of those participants in the age category between "21 to 30". Of these there were 54 or 48.2% respondents. Almost equally represented were those respondents in the age categories between "31 to 40" and "41 to 50". Of the total respondents there were 25 or 22.3% between the ages of "41 to 50". There were also 24 or 21.4% respondents between the ages of "31 to 40". On the other hand there were 5 or 5.4% respondents between the ages of "51 to 60". Interestingly enough no one in the ages "61 and over" responded to the questionnaire. The smallest age category represented at the Conference according to the respondents is that of "21 and under". Of these there were only 3 or 2.7% respondents. It can be concluded that the professional Bilingual personnel in Wisconsin is in reality young.

Suggestions for Further Analysis and/or Future Research

It would be interesting to note if the attitudes toward bilingual education are a function of age. Namely, are there any significant differences between the five age categories as to how the respondents responded to each item of the questionnaire.

TABLE 4

D. Employment Status:

___ Legislator
___ Administrator
___ Project/Program Coordinator
___ Teacher
___ Professor
___ Paraprofessional (aide)
___ Community representative
___ Business representative
___ Student
___ Other _____

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	1	0.9
ADMINISTRATOR	2.00	13	11.6
PROJECT COORDINATOR	3.00	9	8.0
TEACHER	4.00	37	33.0
PROFESSOR	5.00	5	4.5
PARAPROFESSIONAL	6.00	12	10.7
COMMUNITY REP	7.00	8	7.1
STUDENT	9.00	9	8.0
OTHER	10.00	18	16.1
	TOTAL	112	100.0

D. Employment Status:

Purpose of the Item

The intent of this item was to secure information from the respondent concerning employment status. The primary question being, are the participants mostly administrators, teachers, or others?

Analysis of the Results

Of the total (112) respondents only 1 or .9% did not respond to this particular item. Of those responding the teachers comprised the best representation consisting of 37 or 33% of the total. The next best representation consisted of administrators, the number being 13 or 11.6% of the total. This figure is closely followed by 12 or 10.7% paraprofessionals, 9 or 8% both project coordinators and students; 8 or 7.1% community representatives. The professors consisted of 5 or 4.5% of the total respondents. There were 18 or 16.1% of the respondents who identified themselves in the "other" category. Future planners may wish to keep in mind the high participation of teachers in the make up of institute participants.

TABLE 5

E. Are you presently participating in a Bilingual Program?

Yes _____ No _____

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	1	0.9
YES	1.00	64	57.1
NO	2.00	47	42.0
	TOTAL	112	100.0

E: Are you presently participating in a Bilingual Program?

Purpose of the Item

The intent of this item was to determine what percentage of the Conference participants are presently participating in a bilingual program.

Analysis of the Results

Of the total (112) respondents only 1 or .9% did not respond to this particular item. Of those responding 64 or 57.1% stated they were participating in a bilingual program. The remaining 47 or 42% stated they were not participating in a bilingual program. Given these results it can be said that a relatively high percentage of the Conference's participants, though not engaged in a bilingual program, are interested enough in the topic to attend a statewide conference on bilingual education. Thus bilingual education has not only a large following but an equally large percentage of interested investigators.

Suggestions for Further Analysis and/or Future Research

It would be worth investing if there exists significant differences for each item between the participants and non-participants in bilingual education programs.

TABLE 6

F. Level of Employment:

___ Elementary School
___ Middle School
___ Secondary School
___ District School
___ Community College
___ University
___ Community
___ State
___ Federal
___ Other (specify) _____

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	6	5.4
ELEMENTARY SCHOOL	1.00	32	28.6
MIDDLE SCHOOL	2.00	4	3.6
SECONDARY SCHOOL	3.00	17	15.2
DISTRICT SCHOOL	4.00	4	3.6
COMMUNITY COLLEGE	5.00	3	2.7
UNIVERSITY	6.00	14	12.5
COMMUNITY	7.00	11	9.8
STATE	8.00	3	2.7
FEDERAL	9.00	5	4.5
OTHER	10.00	13	11.6
	TOTAL	112	100.0

F. Level of Employment:

Purpose of the Item

The intent of this item was to determine the participants' level of participation in bilingual education programs.

Analysis of the Results

Of the total (112) respondents 6 or 5.4% failed to respond to this item. Of those responding 32 or 28.6% were engaged in bilingual programs at the elementary level; this represents the highest level of participation. The second highest number of respondents, 17 or 15.2%, indicated they participated in bilingual programs at the secondary level. The third highest level of participation came from respondents participating at the university level consisting of 14 or 12.5% respondents.

The remaining respondents indicated their level of participation in bilingual programs as follows: community 11 or 9.8%, federal 5 or 4.5% both middle school and school district level 4 or 3.6%, both community college and state 3 or 2.7%. There were 13 or 11.6% respondents who indicated their level of participation in bilingual programs was at a level "other" than those mentioned above.

TABLE 7

G. Check the statement below which best describes your bilingual program with regard to Spanish/English language development.

___ 1. Language Maintenance Program (The instructional program is designed to develop and expand the two languages and related cultures throughout the course of the program).

___ 2. Transitional Program (Spanish is used in the instructional program for the Spanish-speaking child as a "bridge" to learning English. Once the child has achieved an adequate command of English, Spanish is dropped from his instructional program).

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	35	31.3
LANGUAGE MAINT PROG	1.00	56	50.0
TRANSITIONAL PROGRAM	2.00	21	18.8
	TOTAL	112	100.0

G. Check the statement below which best describes your bilingual program with regard to Spanish/English language development.

Purpose of the Item

The intent of this item was to determine the type of bilingual program the respondents are engaged in with regard to Spanish/English language development. Two options were made available: Language Maintenance Program and The Transitional Program.

Analysis of the Results

Of the total (112) respondents 35 or 31.3% did not respond to this item. The high "no response" rate can be attributed to the fact that on item E there were 47 respondents who indicated they were not engaged in a bilingual program. Of those responding 56 or 50% indicated they employed the Language Maintenance Program in language development. On the other hand only 21 or 18.8% of the respondents indicated they employed the Transitional Program as a means of language development.

Given these results it can be said that the Language Maintenance Program is the more extensively utilized educational strategy of the two in terms of Spanish/English language development.

PART II

ANALYSIS OF THE INSTITUTE

TABLE 8

1. To what extent did the Conference provide you the opportunities to acquire greater knowledge, skills, and expertise that will enable you to influence the direction of bilingual education?

Very Little — Very Much

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	1	0.9
VERY LITTLE	2.00	6	5.4
	3.00	20	17.9
	4.00	25	22.3
	5.00	28	25.0
VERY MUCH	6.00	32	28.6
	TOTAL	112	100.0

1. To what extent did the Conference provide you the opportunities to acquire greater knowledge, skills, and expertise that will enable you to influence the direction of bilingual education?

Purpose of the Item

The intent of this item was to determine the extent to which the Conference provided its participants the opportunity to acquire greater knowledge, skills and expertise that will enable them to influence the direction of bilingual education.

Analysis of the Results

Of the total (112) respondents 1 or .9% chose not to respond to this item. Of those responding 6 or 5.4% felt the Conference had provided little opportunities to acquire greater knowledge, skills and expertise. On the other hand there were 60 or 53.6% of the respondents who felt the Conference had in fact provided them with opportunities to acquire greater knowledge, skills and expertise that will enable them to influence the direction of bilingual education. Forty-five or 40.2% of the respondents felt indifferent toward this item.

Given these results it can be said that a high percentage of the participants felt the Conference had provided them with opportunities to acquire greater knowledge, skills and expertise that will enable them to influence the direction of bilingual education.

TABLE 9

2. To what extent has the Conference created a greater statewide awareness of Bilingual Education?

Very Little — Very Much

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	3	2.7
VERY LITTLE	2.00	6	5.4
	3.00	12	10.7
	4.00	22	19.6
	5.00	33	29.5
VERY MUCH	6.00	36	32.1
	TOTAL	112	100.0

2. To what extent has the Conference created a greater statewide awareness of Bilingual Education?

Purpose of the Item

The intent of this item was to determine the extent to which the Conference had created a greater statewide awareness of bilingual education.

Analysis of the Results

Of the total (112) respondents 3 or 2.7 did not respond to this item. Of those responding 6 or 5.4% felt the Conference had created little statewide awareness of bilingual education. On the other hand 69 or 61.6% of the respondents felt the Conference had created a greater statewide awareness of bilingual education. Thirty-four or 30.3% of the respondents felt indifferent toward this item.

Given these results it can be said that the Conference was successful in creating a greater statewide awareness of bilingual education.

TABLE 10

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3. The Conference will make me become more involved in Bilingual Education.

Strongly Agree Strongly Disagree

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	2	1.8
STRONGLY AGREE	1.00	55	49.1
	2.00	19	17.0
	3.00	19	17.0
	4.00	7	6.3
	5.00	5	4.5
STRONGLY DISAGREE	6.00	5	4.5
	TOTAL	112	100.0

3. The Conference will make me become more involved in Bilingual Education.

Purpose of the Item

The intent of this item was to determine the extent to which the Conference would make its participants become more involved in bilingual education.

Analysis of the Results

Of the total (112) respondents 2 or 1.8% did not respond to this particular item. Of those responding 74 or 66.1% felt that as a result of the Conference they would become more involved in bilingual education. On the other hand only 10 or 9% disagreed with the above and felt that the Conference had not made them become more involved in bilingual education. Twenty-six or 23.3% of the respondents felt indifferent toward this item.

Given these results it can be said that as a result of the Conference a high percentage (66.1%) of the respondents felt they would become more involved in bilingual education.

TABLE 11

4. To what extent has the Conference provided you the opportunity to examine current programs as they relate to:

	Very Little					Very Much
a) teaching practice	1	2	3	4	5	6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	16	14.3
VERY LITTLE	1.00	9	8.0
	2.00	11	9.8
	3.00	18	16.1
	4.00	16	14.3
	5.00	15	13.4
VERY MUCH	6.00	27	24.1
	TOTAL	112	100.0

4. To what extent has the Conference provided you the opportunity to examine current programs as they relate to teaching practice:

Purpose of the Item

The intent of this item was to determine the extent to which the Conference provided its participants the opportunity to examine current programs as they relate to teaching practice.

Analysis of the Results

Of the total (112) respondents 16 or 14.3% failed to respond to this item. One reason for the high "no response" rate is attributable to the fact that the respondents were uncertain about the meaning of "current programs" in the question. The question implies "current bilingual programs".* Of those responding 20 or 17.8% felt the Conference had provided them little opportunity to examine current programs as they relate to teaching practices. On the other hand 42 or 37.5% of the respondents felt the Conference had provided them such an opportunity. Thirty-four or 30.4% of the respondents felt indifferent toward this item.

Given these results it can be said that the Conference was successful in providing approximately 37% of its participants the opportunity to examine current programs as they relate to teaching practice. Future Institute planners will want to take this finding into consideration.

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*Questions 4a, 4b, 4c, and 4d appeared to cause confusion for the respondents.

TABLE 12

4. To what extent has the Conference provided you the opportunity to examine current programs as they relate to:

	Very Little					Very Much
b) teacher preparation	1	2	3	4	5	6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	18	16.1
VERY LITTLE	1.00	8	7.1
	2.00	13	11.6
	3.00	14	12.5
	4.00	16	14.3
	5.00	17	15.2
VERY MUCH	6.00	26	23.2
	TOTAL	112	100.0

4. To what extent has the Conference provided you the opportunity to examine current programs as they relate to teacher preparation:

Purpose of the Item

The intent of this item was to determine the extent to which the Conference provided its participants the opportunity to examine current programs as they relate to teacher preparation.

Analysis of the Results

Of the total (112) respondents 18 or 16.1% failed to respond to this item. A reason for the relatively high percentage of "no response" is given in the analysis of item 4a. Of those responding 21 or 18.7% felt the Conference had provided little opportunity to examine current programs as they relate to teacher preparation. On the other hand 43 or 38.4% of the respondents felt the Conference had provided its participants the opportunity to examine current programs relating to teacher preparation. Thirty or 26.8% of the respondents felt indifferent toward this item, a rather high percentage.

Given these results it can be said that the Conference was successful in providing 38.4% of its participants the opportunity to examine current programs as they relate to teacher preparation. Future planners of Institutes in Wisconsin should consider this item since teacher preparation is a critically vital component of successful Bilingual Bicultural education.

TABLE 13

4. To what extent has the Conference provided you the opportunity to examine current programs as they relate to:

	Very Little					Very Much
c) legislation	1	2	3	4	5	6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	23	20.5
VERY LITTLE	1.00	2	1.8
	2.00	6	5.4
	3.00	11	9.8
	4.00	22	19.6
	5.00	17	15.2
VERY MUCH	6.00	31	27.7
	TOTAL	112	100.0

4. To what extent has the Conference provided you the opportunity to examine current programs as they relate to legislation:

Purpose of the Item

The intent of this item was to determine the extent to which the Conference provided its participants the opportunity to examine current programs as they relate to legislation.

Analysis of the Results

Of the total (112) respondents 23 or 20.5% did not respond to this item. A reason for the relatively high percentage of "no response" is given in the analysis of item 4a. Of those responding 8 or 7.2% felt the Conference had provided little opportunity to examine current programs as they relate to legislation. On the other hand 48 or 42.9% of the respondents felt the Conference had provided its participants the opportunity to examine similar programs. There were 33 or 29.4% of the respondents who felt indifferent toward this item, a high percentage.

Given these results it can be said that the Conference was successful in providing 42.9% of its participants the opportunity to examine current programs as they relate to legislation.

TABLE 14

4. To what extent has the Conference provided you the opportunity to examine current programs as they relate to:

	Very Little					Very Much
d) funding possibilities	1	2	3	4	5	6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	24	21.4
VERY LITTLE	1.00	8	7.1
	2.00	11	9.8
	3.00	16	14.3
	4.00	17	15.2
	5.00	14	12.5
VERY MUCH	6.00	22	19.6
	TOTAL	112	100.0

4. To what extent has the Conference provided you the opportunity to examine current programs as they relate to funding possibilities:

Purpose of the Item

The intent of this item is to determine the extent to which the Conference provided its participants the opportunity to examine current programs as they relate to funding possibilities.

Analysis of the Results

Of the total (112) respondents 24 or 21.4% failed to respond to this particular item. A reason for the relatively high percentage of "no response" is given in the analysis of item 4a. Of those responding 19 or 16.9% felt the Conference had provided little opportunity to examine current programs as they relate to funding possibilities. On the other hand 36 or 32.1% of the respondents felt the Conference had provided its participants the opportunity to examine similar programs. There were almost just as many respondents, 33 or 29.5% who felt indifferent toward this item.

Given these results it can be said that the Conference was successful in providing 32.1% of its participants the opportunity to examine current programs as they relate to funding possibilities.

TABLE 15

5. The Conference was successful in promoting within me a commitment to the full development of the bilingual abilities of the individual as a viable asset.

Strongly Agree — Strongly Disagree

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	3	2.7
STRONGLY AGREE	1.00	59	52.7
	2.00	20	17.9
	3.00	16	14.3
	4.00	4	3.6
	5.00	5	4.5
STRONGLY DISAGREE	6.00	5	4.5
	TOTAL	112	100.0

5. The Conference was successful in promoting within me a commitment to the full development of the bilingual abilities of the individual as a viable asset.

Purpose of the Item

The intent of this item was to determine the extent to which the Conference was successful in promoting within its participants a commitment toward the full development of the bilingual abilities of the individual as a viable asset.

Analysis of the Results

Of the total (112) respondents 3 or 2.7% did not respond to this item. Of those responding 79 or 70.6% felt the Conference was successful in promoting within its participants such a commitment. There were only 10 or 9% of the respondents who felt the Conference was not successful in promoting within its participants a commitment to the full development of bilingual abilities of the individual as a viable asset. Twenty or 17.9% of the respondents felt indifferent toward this item.

Given these results it can be said that the Conference was successful in promoting within its participants a commitment to the full development of the bilingual abilities of the individual as a viable asset.

TABLE 16

6. The review of present and pending Bilingual Bicultural Education legislation and appropriations was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education.

Strongly Agree — Strongly Disagree

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	6	5.4
STRONGLY AGREE	1.00	43	38.4
	2.00	28	25.0
	3.00	23	20.5
	4.00	8	7.1
	5.00	3	2.7
STRONGLY DISAGREE	6.00	1	0.9
	TOTAL	112	100.0

6. The review of present and pending Bilingual Bicultural Education legislation and appropriations was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education.

Purpose of the Item

The intent of this item was to determine the relative success in the Conference's review of present and pending Bilingual Bicultural Education legislation and appropriations in helping define new directions for influencing future legislation in Bilingual Bicultural Education.

Analysis of the Results

Of the total (112) respondents 6 or 5.4% failed to respond to this item. Of those responding 71 or 63.4% felt the Conference was successful in its review of present and pending bilingual education legislation. On the other hand only 4 or 3.6% of the respondents felt that the Conference had not been successful in its review of bilingual education legislation for purposes of defining new directions for influencing future legislation. Thirty-one or 27.6% of the respondents felt indifferent toward this item.

Given these results it can be said that the Conference was successful in its review of present and pending Bilingual Bicultural Education legislation and appropriations in helping define new directions for influencing future legislation in Bilingual Bicultural Education.

TABLE 17

7. To what extent did the Conference demonstrate techniques and methodology for successful implementation of Bilingual Education?

Very Little — Very Much

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	9	8.0
VERY LITTLE	1.00	11	9.8
	2.00	18	16.1
	3.00	14	12.5
	4.00	26	23.2
	5.00	18	16.1
VERY MUCH	6.00	16	14.3
	TOTAL	112	100.0

7. To what extent did the Conference demonstrate techniques and methodology for successful implementation of Bilingual Education?

Purpose of the Item

The intent of this item was to determine the extent to which the Conference had demonstrated techniques and methodology for successful implementation of bilingual education.

Analysis of the Results

Of the total (112) respondents 9 or 8% chose not to respond to this item. Of those responding 34 or 30.4% felt the Conference had been successful in demonstrating techniques and methodology for successful implementation of bilingual education. On the other hand 29 or 25.9% of the respondents felt the Conference had not been successful in its demonstrations of techniques and methodology. An even greater number of participants 40 or 35.7% felt indifferent toward this item.

Given these results it can be said that the Conference's participants were almost evenly split on how they felt concerning the Conference's ability to demonstrate techniques and methodology for the successful implementation of bilingual education. Future Wisconsin Institute planners may want to consider this item in order to provide participants greater knowledge in techniques and methodology in bilingual programs.

TABLE 18

8. Do you feel there is a need to formulate a statewide task force on Bilingual Education to serve in an advisory capacity to the Wisconsin State Department of Public Instruction and local school districts throughout the State of Wisc.?

Yes _____ No _____

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	4	3.6
YES	1.00	108	96.4
	TOTAL	112	100.0

8. Do you feel there is a need to formulate a statewide task force on Bilingual Education to serve in an advisory capacity to the Wisconsin State Department of Public Instruction and local school districts throughout the State of Wisc.?

Purpose of the Item

The intent of this item was to poll the Conference's participants on their assessment of a need to formulate a statewide task force on bilingual education to serve in an advisory capacity to the Wisconsin State Department of Public Instruction and local school districts throughout the State of Wisconsin.

Analysis of the Results

Of the total (112) respondents 4 or 3.6% chose not to respond to this particular item. Of those responding all 108 or 96.4% indicated that a statewide task force on bilingual education to serve in an advisory capacity be formulated. There were no respondents who felt that such a task force was not needed. A unanimous positive response to this item may well be interpreted as a dire and immediate need. The architects of this Conference might perhaps relate this information to those responsible for initiating plans to make the above inquiry a reality.

TABLE 19

9. The Conference provided me with data concerning pupil gains and performance of existing bilingual programs.

Strongly Agree — Strongly Disagree

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	10	8.9
STRONGLY AGREE	1.00	15	13.4
	2.00	24	21.4
	3.00	24	21.4
	4.00	11	9.8
	5.00	16	14.3
STRONGLY DISAGREE	6.00	12	10.7
	TOTAL	112	100.0

9. The Conference provided me with data concerning pupil gains and performance of existing bilingual programs.

Purpose of the Item

The intent of this item was to determine the extent to which the Conference provided its participants with data concerning pupil gains and performance of existing bilingual programs.

Analysis of the Results

Of the total (112) respondents 10 or 8.9% did not respond to this particular item. Of those responding 39 or 34.8% felt confident that the Conference had provided them with information concerning pupil gains and performance of existing bilingual programs. On the other hand 28 or 25% of the participants felt the Conference had not provided them with similar data. There were 35 or 31.2% of the respondents who felt indifferent toward this item, a high percentage of non-respondents.

Given these results it can be said that the Conference was successful in providing 34.8% of its participants with data concerning pupil gains and performance of existing bilingual programs. Future Institute planners may wish to consider this.

TABLE 20

10. The Bilingual Bicultural program of instruction should be conceived as a continuous program from preschool to high school

Strongly Agree — Strongly Disagree

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	4	3.6
STRONGLY AGREE	1.00	79	70.5
	2.00	12	10.7
	3.00	4	3.6
	4.00	4	3.6
	5.00	2	1.8
STRONGLY DISAGREE	6.00	7	6.3
	TOTAL	112	100.0

10. The Bilingual Bicultural program of instruction should be conceived as a continuous program from preschool to high school.

Purpose of the Item

The intent of this item was to poll the Conference's participants concerning their conception of a bilingual bicultural program of instruction as a continuous program from preschool to high school.

Analysis of the Results

Of the total (112) respondents 4 or 3.6% chose not to respond to this item. Of those who responded 91 or 81.2% felt that bilingual bicultural education be conceived as a continuous program from preschool to high school. On the other hand only 9 or 8.1% of the respondents felt that bilingual education not be conceived as a continuous program from preschool to high school. Eight or 7.2% of the respondents felt indifferent toward this item.

Given these results it can be said that 81.2% of the Conference's participants felt that bilingual bicultural program of instruction be conceived as a continuous program from preschool to high school.

TABLE 21

11. Recruitment and hiring of Spanish-Speaking teachers is a high priority in my district or project area.

Strongly Agree — Strongly Disagree

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	7	6.3
STRONGLY AGREE	1.00	52	46.4
	2.00	15	13.4
	3.00	8	7.1
	4.00	6	5.4
	5.00	7	6.3
STRONGLY DISAGREE	6.00	17	15.2
	TOTAL	112	100.0

11. Recruitment and hiring of Spanish-Speaking teachers is a high priority in my district or project area.

Purpose of the Item

The intent of this item was to poll the Conference's participants on their views concerning the recruitment and hiring of Spanish-speaking teachers as a high priority in their district or project area.

Analysis of the Results

Of the total (112) respondents 7 or 6.3% did not respond to this item. Of those responding 67 or 59.8% felt the recruitment and hiring of Spanish-speaking teachers was a high priority in their district or project area. On the other hand 24 or 21.5% of the participants felt that recruitment and hiring of Spanish-speaking teachers was not a high priority in their districts. A small number 14 or 12.5% of the participants felt indifferent towards this item.

Given these results it can be said that the majority (59.8%) of the Conference's participants feel that the recruitment and hiring of Spanish-speaking teachers was a high priority in their district or project area.

Suggestions for Further Analysis and/or Future Research

It would be interesting to learn ethnic background, sex, and employment status of the 17 respondents who "strongly disagreed" that the recruitment and hiring of Spanish-speaking teachers be a high priority in their respective districts.

TABLE 22

12. In preparation of teachers for bilingual programs, what priority should be given to the following:

	High Priority 1	2	3	4	5	Low Priority 6
a) The personal qualities of the teacher						

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	4	3.6
HIGH PRIORITY	1.00	85	75.9
	2.00	12	10.7
	3.00	5	4.5
	4.00	3	2.7
	5.00	1	0.9
LOW PRIORITY	6.00	2	1.8
	TOTAL	112	100.0

12a. In preparation of teachers for bilingual programs, what priority should be given to the personal qualities of the teacher?

Purpose of the Item

The intent of this item was to poll the Conference's participants on their feelings concerning the type of priority given to the personal qualities of the teacher in preparation of teachers for bilingual programs.

Analysis of the Results

Of the total (112) respondents, 4 or 3.6% did not respond to this item. Of those responding, 97 or 86.6% felt the personal qualities of the teacher in their preparation for bilingual programs was a priority. On the other hand, only 3 or 2.7% of the respondents felt this should be a low priority. Eight or 7.2% of the respondents felt indifferent toward this item.

Given these results, it can be said that a very high percentage (86.6%) of the Conference participants felt a high priority be given to the personal qualities of the teacher in their preparation for bilingual programs.

TABLE 23

12. In preparation of teachers for bilingual programs, what priority should be given to the following:

	High Priority					Low Priority
b) the teacher's knowledge of children and appreciation of the cultural environment of the community from which their students derive	1	2	3	4	5	6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	2	1.8
HIGH PRIORITY	1.00	94	83.9
	2.00	8	7.1
	3.00	3	2.7
	4.00	1	0.9
	5.00	2	1.8
LOW PRIORITY	6.00	2	1.8
	TOTAL	112	100.0

12b. In preparation of teachers for bilingual programs, what priority should be given to the teacher's knowledge of children and appreciation of the cultural environment of the community from which their students derive?

Purpose of the Item

The intent of this item was to poll the Conference's participants on their feelings concerning the type of priority given to the teacher's knowledge of children and appreciation of the cultural environment of the community from which their students derive in their preparation for bilingual programs.

Analysis of the Results

Of the total (112) respondents, 2 or 1.8% failed to respond to this item. Of those responding, 102 or 91% felt that the teacher's knowledge and appreciation of the children's cultural environment is a high priority in the preparation of teachers for bilingual programs. On the other hand, only 4 or 3.6% of the participants felt that this consideration be given a low priority in the preparation of teachers for bilingual programs. Four or 3.6% of the participants felt indifferent toward this item.

Given these results, it can be said that a very high percentage (91%) of the Conference's participants felt that the teacher's knowledge of children and appreciation of the cultural environment of the community from which their students derive was a high priority in the preparation of teachers for bilingual programs.

TABLE 24

12. In preparation of teachers for bilingual programs, what priority should be given to the following:

	High Priority					Low Priority
c) skills in the teaching process	1	2	3	4	5	6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	4	3.6
HIGH PRIORITY	1.00	68	60.7
	2.00	21	18.8
	3.00	9	8.0
	4.00	3	2.7
	5.00	4	3.6
LOW PRIORITY	6.00	3	2.7
	TOTAL	112	100.0

12c. In preparation of teachers for bilingual programs, what priority should be given to skills in the teaching process?

Purpose of the Item

The intent of this item was to poll the Conference's participants on their feelings concerning the type of priority to be given to the skills in the teaching process in the preparation of teachers for bilingual programs.

Analysis of the Results

Of the total (112) respondents, 4 or 3.6% failed to respond to this item. Of those responding, 89 or 79.5% felt that a high priority be given to the skills in the teaching process in preparing teachers for bilingual programs. On the other hand, 7 or 6.3% of the respondents felt the skills in the teaching process be given a low priority. While the remaining 12 or 10.7% of the respondents felt indifferent toward this item.

Given these results, it can be said that a high percentage (79.5%) of the Conference's participants felt that the skill in the teaching process be given a high priority in the preparation of teachers for bilingual programs.

TABLE 25

12. In preparation of teachers for bilingual programs, what priority should be given to the following:

	High Priority					Low Priority
d) the teacher be bilingual	1	2	3	4	5	6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	2	1.8
HIGH PRIORITY	1.00	80	71.4
	2.00	14	12.5
	3.00	8	7.1
	4.00	1	0.9
	5.00	2	1.8
LOW PRIORITY	6.00	5	4.5
	TOTAL	112	100.0

12d. In preparation of teachers for bilingual programs, what priority should be given to the teacher being bilingual?

Purpose of the Item

The intent of this item was to poll the Conference's participants on their feelings concerning the type of priority to be given to the teacher being bilingual in this preparation for bilingual programs.

Analysis of the Results

Of the total (112) respondents, 2 or 1.8% did not respond to this item. Of those responding, 94 or 83.9% felt that a high priority be given to the fact that the teacher be bilingual in preparation of teachers for bilingual education. On the other hand, 7 or 6.3% of the participants felt that the need for the teacher to be bilingual is a low priority in their preparation for bilingual programs. Nine or 8% of the respondents felt indifferent toward this item.

Given these results, it can be said that a high percentage (83.9%) of the Conference's participants felt the teacher be bilingual, be given a high priority in their preparation for bilingual education.

TABLE 26

12. In preparation of teachers for bilingual programs, what priority should be given to the following:

	High Priority					Low Priority
e) the teacher be bicultural	1	2	3	4	5	6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	3	2.7
HIGH PRIORITY	1.00	71	63.4
	2.00	12	10.7
	3.00	15	13.4
	4.00	3	2.7
	5.00	1	0.9
LOW PRIORITY	6.00	7	6.3
	TOTAL	112	100.0

12e. In preparation of teachers for bilingual programs, what priority should be given to the teacher being bicultural?

Purpose of the Item

The intent of this item was to poll the Conference's participants on their feelings concerning the type of priority to be given to the teacher being bicultural in their preparation for bilingual programs.

Analysis of the Results

Of the total (112) respondents, 3 or 2.7% did not respond to this item. Of those responding, 83 or 74.1% felt that the teacher being bicultural be given a high priority in the teacher's preparation for bilingual programs. On the other hand, 8 or 7.2% of the respondents felt that the need for the teacher to be bicultural should be a low priority in their preparation for bilingual programs. Eighteen or 16.1% of the respondents felt indifferent toward this item.

Given these results, it can be said that a high percentage (74.1%) of the Conference's participants felt that the teacher be bicultural be given a high priority in the preparation of teachers for bilingual programs.

TABLE 27

13. The Conference fulfilled my expectations.

Strongly Agree — Strongly Disagree

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	5	4.5
STRONGLY AGREE	1.00	37	33.0
	2.00	32	28.6
	3.00	21	18.8
	4.00	13	11.6
	5.00	1	0.9
STRONGLY DISAGREE	6.00	3	2.7
	TOTAL	112	100.0

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13. The Conference fulfilled my expectations.

Purpose of the Item

The intent of this item was to determine the extent to which the Conference had fulfilled its participants' expectations. One cannot determine from this item the nature of the participants' expectations. Irrespective of the nature of the participants' expectations of the Conference, this item attempts to assess the extent to which the Conference fulfilled such expectations.

Analysis of the Results

Of the total (112) respondents, 5 or 4.5% chose not to respond to this item. Of those responding, 69 or 61.6% felt the Conference had fulfilled whatever expectations they had concerning the Conference. On the other hand, 4 or 3.6% of the respondents felt the Conference had not fulfilled their particular expectations. However, 34 or 30.4% of the respondents were not certain whether or not the Conference had been successful in fulfilling their expectations.

Given these results, it can be said that the Conference was successful in fulfilling the varied expectations of a high percentage (61.6%) of the participants.

TABLE 28

14. My overall impression of the Conference is:

Excellent Poor

1 2 3 4 5 6

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	4	3.6
EXCELLENT	1.00	49	43.8
	2.00	32	28.6
	3.00	19	17.0
	4.00	7	6.3
POOR	5.00	1	0.9
	TOTAL	112	100.0

14. My overall impression of the Conference is:

Purpose of the Item

The intent of this item was to assess the participants' overall impression of the Conference.

Analysis of the Results

Of the total (112) respondents, 4 or 3.6% did not respond to this item. Of those responding, 81 or 72.4% had a favorable overall impression of the Conference. On the other hand, only 1 or .9% of the respondents had an unfavorable impression of the Conference. Twenty-six or 23.3% of the respondents held an indifferent impression of the Conference.

Given these results, it can be said that a high percentage (72.4%) of the participants had a favorable overall impression of the Conference. In this respect it can further be said that the Wisconsin First Bilingual Conference was a success according to a majority of its participants.

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Item #15 read as follows: "Please make any comments you would like with regard to the Conference." Of the total (112) respondents, 58 or 51% did not respond to this particular item. Those who chose to respond made comments that were positive, negative and/or suggested recommendations. The following is representative of the positive comments made concerning the Conference:

> We should be able to have more of the like. Very Good/sic speakers and very well organized.
>
> I feel we were introduced to what is happening and were challenged to read, learn, and do what we can to improve education for Spanish speaking children.
>
> In working with what we have, I think the most constructive resolution was with respect to the organization of a Bilingual Bicultural Teachers Association. I was very glad I went. I consider the time well spent.
>
> This Conference was just excellent. Hope you have a follow-up.
>
> I've gained not only assistance, knowledge, but also motivation to continue with my efforts to obtain our goals.
>
> Excellent, very productive.
>
> Very well organized. Am looking forward to another one soon.
>
> It was a great and very worthwhile. The Anglo teachers from my school should have been here.
>
> It has been an honor to attend this Conference.

Typical of the negative comments made by the respondents concerning the Conference include the following:

> I feel more people would have attended if the information had spread farther. Some of us came upon the announcement almost by accident and very late.
>
> I feel that some of the workshops should have been more structured, making the workshops as vehicles for resolutions.
>
> It would have been better to have had separate rooms for each group session. It was quite noisy and made an awkward situation.
>
> There was not much time provided for the different workshops.

Participants' Recommendations

A number of recommendations concerning the Conference were offered by many of the respondents. Some of the recommendations listed below were offered more than once. It is important to note that these recommendations come from the Conference participants themselves. The recommendations are as follows:

More emphasis on actual implementation, methodology, technique in the unexplored field of Bilingual Bicultural Education. Bring it down to a practical level where involved persons, either in a professional or community level, can go away with concrete ideas to implement programs, especially small districts in state who cannot get their hands on federal funding.

I'd appreciate having a list of contacts for obtaining:

1. copies of legislation mentioned and reports on implications.
2. guidelines for setting up programs for Bilingual children.
3. evaluation of programs at teacher training institutions.

I believe we should have this type of Conference more often.

Contact speakers well in advance.

I would suggest that from now on, all of the bilingual Conferences be held strictly in Spanish.

Wisconsin Bilingual Bicultural group should immediately contact universities and colleges to organize teacher training programs.

I'm interested in the follow-up. Make it good!!!

Try to keep it on time so we do not lose out on some of the sessions.

Lets place more and better news coverage for the next bilingual Conference.

sic

Written copies of all speaches delivered should be obtained by the committee that sponsored the Conference. The committee should have the right to reproduce and distribute this material as it sees fit.

A statewide Conference should be held yearly so that insights and perspectives of Bilingual Bicultural Education can be shared at the local, state, and national level.

Recommendations Cont'd.

The next Conference might include a section regarding how the Anglo population can be better reached and educated to the problems of the Latin community and how active Anglos can participate in the process.

I wish the conference could have been three days. We only scratched the surface.

I need a translation of the Friday evening speach/by[sic] Dr. Falcon.

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